



**THE READING COMPREHENSION OF THE SEVENTH GRADE
STUDENTS OF SMP N 1 DONOROJO JEPARA IN ACADEMIC
YEAR 2013/2014 TAUGHT BY USING DIRECTED READING
ACTIVITY (DRA)**

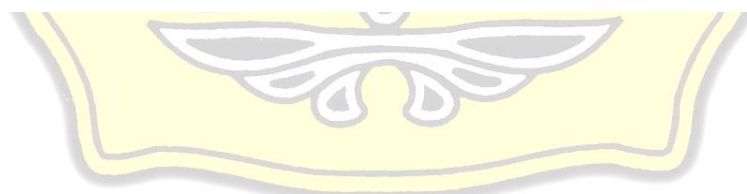
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MURIA KUDUS UNIVERSITY**

2013



SKRIPSI

**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for completing the Sarjana
In The Department English Education**

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MOTTO AND DEDICATION



MOTTO:

In this life we can't always do great things.

But, we can do small things with great love.

So, don't ever give up to get our dream.



DEDICATION:

The final project is dedicated to

☞ *My beloved father Mr. Shodiq and my mother Mrs. Siti Nafiah*

☞ *My brother and sister at Jepara.*

☞ *My boy friend latief at Jepara*


☞ *My friend's Erni, Tika and all my friend in Muria Kudus University*

ADVISORS' APPROVAL

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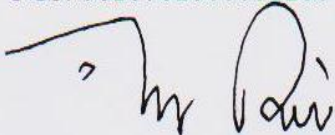
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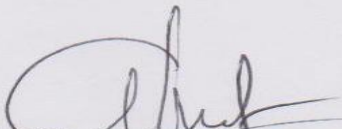
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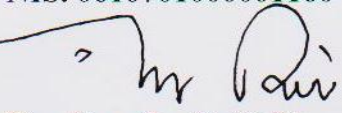
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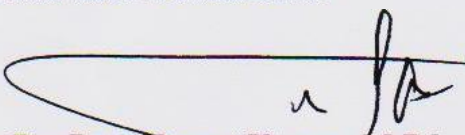
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Alhamdulillah. Praise to Allah, my gratitude runs to Allah who gives me an exceptional power in accomplishing my skripsi entitled “The Reading Comprehension of the Seventh grade Students of SMP N 1 Donorojo Jepara in Academic Year 2013/2014 taught by Using Directed Rereading Activity.”

I realize, without any support, suggestion, encouragement, and guidance from many people I would not be able to finish this thesis. In this opportunity I would like to express her deep appreciation to :

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Finally, I will happily welcome any constructive criticism and suggestion. Hopefully, the skripsi would give contribution for teacher and students.

Kudus, August 2013

Nurul Fitriana Fia



ABSTRACT

Fia, Nurul Fitriana. 2013. *The Reading Comprehension of the Seventh Grade Students of SMP N 1 Donorojo Jepara in Academic Year 2013/2014 Taught by Using Directed Reading Activity (DRA)*. Skripsi. English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (1) Ahdi Riyono, S.S, M.Hum, (2) Drs. Suprihadi, M.Pd.

Key words: *Reading Comprehension, Directed Reading Activity*

Reading comprehension is one of important thing to understanding about the meaning, information and purpose of the text. In understanding the text, students can get information from the text then they can get the message of the text and get main idea of the text too. As we know that English is an international language, it use by many country all over the world as mean of communication in other world. Students are expected to have a good in reading comprehension because they can get comprehending and information especially in reading descriptive text. However, there are many students who get difficulties in understanding a text. They can not get information of the text. Because they are still have low vocabulary. So, the students didn't know the meaning of the sentence. The the students are not concentrating so they never get main idea of the text. Not only that, The teacher give monothone technique in teaching process then the students feel bor in teaching learning English. Many Teacher try to find a good technique to teach reading in the classroom in order to increase the student's reading comprehension. As one of the ways to teach is reading by using Directed Reading Activity. It is one of techniques of teaching reading which emphasizes on the understanding the content of the text and it has purpose to make students to be active and independent in comprehending the text.

The research objective in this research is to find out whether or not there is a significant difference between the reading comprehension of the seventh grade students of SMP N 1 donorojo Jepara in academic year 2013/2014 who are taught by using Directed Reading Activity and those who are taught by using Three Phase Technique.

The research design is experimental research design with control group. The population used in this research is all of the eighth grade students of SMP N 1 Donorojo Jepara in academic year 2013/2014 in frist semester. I take samples in VII A as control group and VIII D as experimental group.

After conducting the test for the experimental class and control class, there is significant difference in their result. The experimental class got better in their post test result. The minimum score was 67 up to 90 and the control class score from the minimum score was 58 up to 85. The t observation (t_o) is 8.5 is greater than the t-table (on the level of significance of 5% (df) $N_1+N_2-2=60$ t-table is 2.000) in other word $t_o > t\text{-table} = 8.5 > 2.000$. It means that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_1) is confirmed.

Based on the result of the research above, I expect that Directed Reading Activity can be used as one of alternative teaching techniques to teach reading for the seventh grade students of SMP N 1 Donorojo Jepara Kudus since the result of the reesarch shows that there is an improvement of mean.

ABSTRAK

Fia, Nurul Fitriana. 2013. *Pemahaman Membaca Siswa Kelas Delapan SMP N 1 Donorojo Jepara Tahun Ajaran 2013/2014 Diajarkan dengan Menggunakan Directed Reading Activity*. Skripsi. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Ahdi Riyono, S.S., M.Hum, (2) Drs. Suprihadir, M.Pd.

Kata Kunci: *Pemahaman membaca, Directed Reading Activity.*

Kemampuan membaca adalah salah satu hal terpenting untuk memahami tentang arti, informasi, dan tujuan dari teks. Didalam memahami teks, siswa dapat memperoleh informasi dari teks kemudian mereka mendapatkan pesan dari teks dan mengetahui gagasan utama dari teks. Seperti yang kita tahu bahasa Inggris adalah bahasa internasional, itu digunakan di seluruh dunia sebagai komunikasi di negara lain. Siswa mengharapkan untuk mempunyai pemahaman yang baik dalam membaca. Karena mereka dapat memperoleh informasi khususnya di dalam teks deskriptif. Namun, ada banyak siswa yang kesulitan di dalam memahami teks. Mereka tidak dapat memperoleh informasi dari teks. Karena siswa masih kurang dalam kosakata. Jadi, siswa tidak mengetahui arti dari kalimat. Kemudian siswa tidak berkonsentrasi jadi mereka tidak pernah mendapatkan gagasan utama dari teks. Guru memberikan teknik pengajaran yang monoton sehingga siswa merasakan bosan di dalam pengajaran bahasa Inggris. Banyak orang mencoba untuk menemukan teknik yang baik untuk mengajar membaca di kelas untuk meningkatkan kemampuan membaca siswa. Sebagai salah satu cara untuk mengajarkan membaca dengan menggunakan Teknik Directed Reading Activity. Ini adalah salah satu teknik pengajaran membaca yang menekankan pada pemahaman isi teks dan memiliki tujuan untuk membuat siswa menjadi aktif dan mandiri dalam memahami teks.

Tujuan penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan dalam kemampuan membaca teks deskripsi siswa kelas VII SMP N 1 Donorojo Jepara pada tahun akademik 2013/2014 yang diajar dengan menggunakan Teknik Directed Reading Activity dan mereka yang diajar dengan menggunakan Teknik Tiga fase.

Rancangan penelitian ini adalah penelitian eksperimen dengan menggunakan kelompok kontrol. Populasi yang digunakan dalam penelitian ini adalah seluruh siswa kelas VII SMP N 1 Donorojo Jepara pada tahun ajaran 2013/2014 pada semester pertama. Penulis mengambil sampel di VII A sebagai kelompok kontrol dan VII D sebagai kelompok eksperimen.

Setelah melakukan tes untuk kelas eksperimen dan kelas kontrol, ada perbedaan yang signifikan dalam hasil tersebut. Kelas eksperimen menjadi lebih baik dalam hasil post test. Skor minimum adalah 67 hingga 90 dan skor kelas kontrol dari skor minimal adalah 58 hingga 85. The t observasi (t_o) adalah 8,5 lebih besar dari t-tabel (pada tingkat signifikansi 5% (df) $N_1 + N_2 - 2 = 60$ t-tabel 2.000) dengan kata lain $t_o > t\text{-tabel} = 8,5 > 2.000$. Ini berarti bahwa hipotesis nol (H_0) ditolak dan Hipotesis Alternatif (H_a) dikonfirmasi.

Berdasarkan hasil penelitian di atas, penulis berharap bahwa Teknik Reciprocal dapat digunakan sebagai salah satu teknik pengajaran alternatif untuk mengajarkan membaca bagi siswa kelas VII SMP N 1 Donorojo Jepara karena hasil penelitian menunjukkan bahwa ada peningkatan yang cukup berarti.

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